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ABSTRACT

Developed for teachers of grades 4-8, this unit of study is intended to further students' ability to draw conclusions or predict outcomes using inferential comprehension. Student pages are given which correspond to Levels 9 through 13 in the 1976 reading series of Ginn and Company. Information is given to assist the teacher in explaining "drawing conclusions" and "predicting outcomes." Student objectives are given for each level. Three commercial games are listed as additional resources. The title, cost, publisher, and a short description are provided for each game. Each level of activities contains a note to the teacher, a test consisting of five multiple-choice questions, and three to five worksheets. Each worksheet has four or five paragraph completion exercises. Answer keys for the tests and worksheets are included. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (EM)

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What Do You Think Happened Next?

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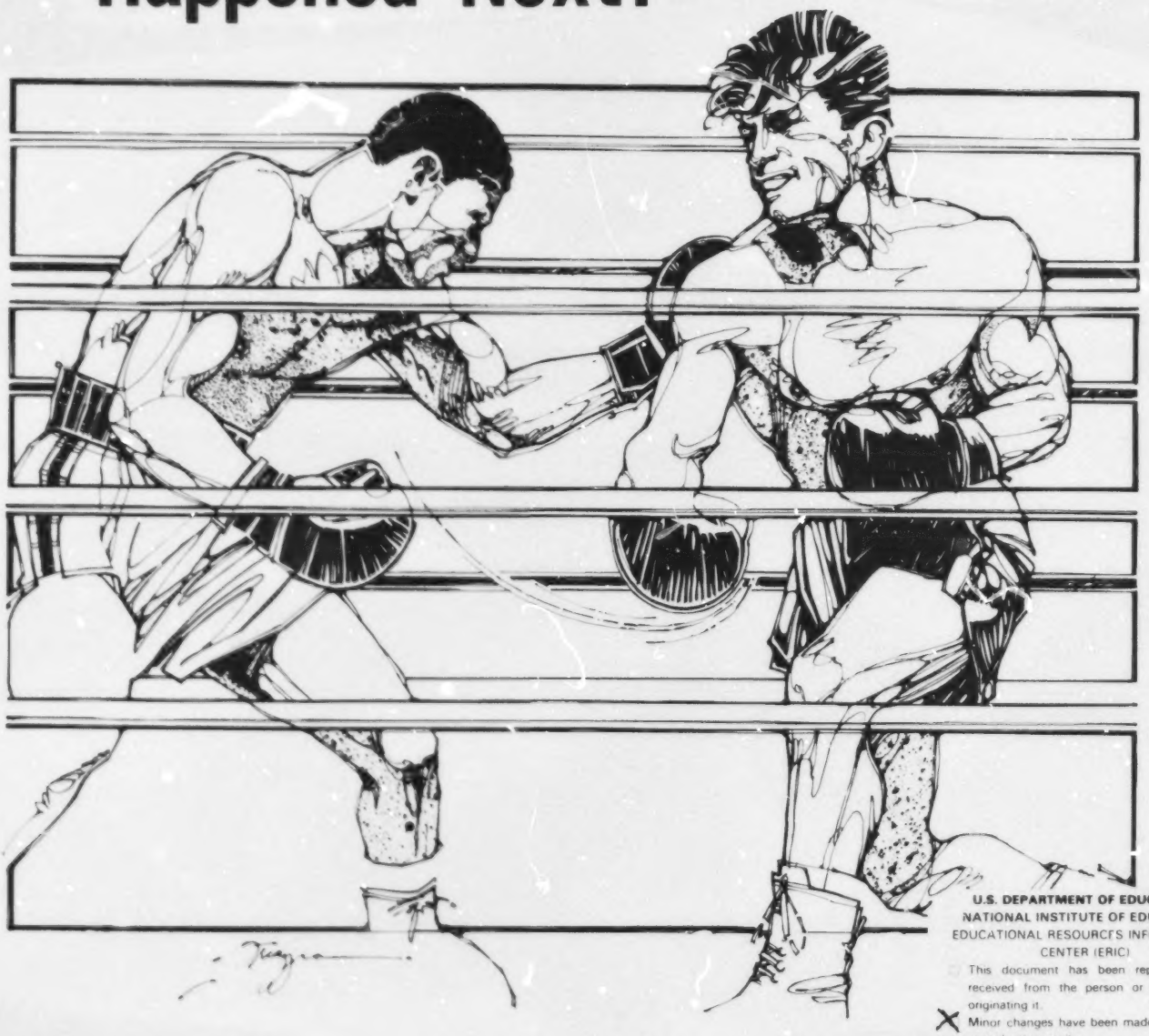

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(Grades 4-8)

Predicting Outcomes & Drawing Conclusions

CS007384

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TABLE OF CONTENTS

	Page
INTRODUCTION	1
INSTRUCTIONAL MATERIALS	5
LEVEL 9	5
LEVEL 10	11
LEVEL 11	21
LEVEL 12	30
LEVEL 13	39
GAMES	46
ANSWER KEYS	50

INTRODUCTION

The following pages of this booklet include activities which may be used to further the student's ability to draw conclusions or predict outcomes. Both of these skills require inferential comprehension which many students find difficult to understand. The student pages will correspond to Levels 9 through 13 in the 1976 reading series of Ginn and Company.

The Ginn levels are the following:

Level 9 - Inside Out

Level 10 - A Lizard To Start With

Level 11 - Tell Me How the Sun Rose

Level 12 - Measure Me, Sky

Level 13 - Mountains Are for Climbing

EXPLANATION OF READING SKILLS

Drawing conclusions is based upon careful analysis of all the pertinent statements. This involves looking at all viewpoints, associating correct meanings, weighing the positive and negative points, and selecting what appears to be a logical judgment.

Drawing conclusions may be illustrated as follows:

All day the heat was oppressive.

The humidity percentage was reaching 90.

Clouds were forming across the sky.

The sky began to darken.

A strong wind blew in from the west.

Lightning flashed, and thunder roared.

Conclusion: These are signs of rain.

The teacher needs to tell students that as they read a story, they draw conclusions about the characters and some situations. When someone draws a conclusion, that person is forming an opinion or making a judgment based on many pieces of information. A conclusion is a generalization that someone makes based upon things that are stated, things that are implied (inferences), one's own experiences, or any combination of these.

Predicting outcomes lies in the realm of prophecy in that the reader is required to state what he expects will happen either as the story continues, or as a result of preceding happenings where the story ends leaving the outcome to the imagination of the reader. In a sense, predicting outcomes may involve both using sequences of events as well as causes to determine logical ends or effects. The following story suggests several possible outcomes:

> As he ascented the cliff, the mountaineer's left foot slipped. Instantly, he lost his hand grip and fell.
>
> Several possible outcomes might include:
>
> 1. Falling to his death.
> 2. Being stopped by his rope.
> 3. Slipping to a ledge two feet below.
> 4. Being rescued by his companion.

If students are not familiar with the skill of predicting outcomes, the teacher must explain that predict means "to tell about something that is going to happen." Be sure students understand that a prediction is not a haphazard guess; it must be supported by evidence presented in the story and/or personal experience. A good example of a prediction is someone's saying there will be rain after seeing dark clouds and lightning in the sky.

STUDENT OBJECTIVES

A. Level 9 - The pupil will predict two outcomes for a given situation.

B. Level 10 - The pupil will predict a plausible outcome given an implausible one.

C. Level 11 - The pupil will predict outcomes for given situations.

D. Level 12 - The pupil will predict outcomes based on knowledge of story characters.

E. Level 13 - The pupil will predict outcomes that are influenced by characters' behavior.

TEST INFORMATION

A test consisting of five questions is included for each level. This test is to be administered to each child beginning with Level 9 test. Eighty percent accuracy (4 out of 5 correct) must be attained before the student can go on to the next higher level. If a student receives 100% on the pre-test on any level, the worksheets for that level may be skipped. He can then take the test for the next level, etc. If a student receives less that 100% on the pre-test, he needs to complete all worksheets for that level before taking the post-test. If 80% is not attained on the post-test, that student needs to complete additional work that is included under "Additional Activities."

All students would reinforce these skills of drawing conclusions and predicting outcomes by playing the games described in that section.

ADDITIONAL RESOURCES

There are several commercial items that are excellent for teachers to purchase who want additional resources beyond this unit.

Reading Comprehension Kits
50 card kit

Precisely controlled paragraphs are arranged in order of difficulty; 10 cards at each reading level, grades 2-6. Comprehension check questions are on the back of each card. Answers appear on separate cards.

"Predicting Outcomes" $6.95

"Drawing Conclusions" $6.95

available from Educational Insights

Comprehension Card Sets

Students read the take-apart cartoon story cards and assemble them into the proper story sequence. Four different story puzzles per set to use again and again. Separate answer key. High interest, 2nd or 3rd grade reading level.

"Drawing Conclusions", Set IV $4.95
(Ecology)

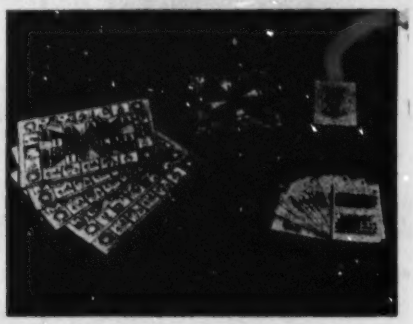
"Predicting Outcomes", Set V $4.95
(Events that Changed History)

available from Educational Insights

Comprehension Games Kits

The Comprehension Games Kits are written for specific reading abilities. The Red Level editions have reading levels at 2.0 to 3.0, and the Regular Level editions are at 3.5 to 4.5. The formats, however, are designed to appeal to any age level up through adult basic education. Each games focuses on a specific skill. The teacher can utilize these games as independent activities or in an informal situation.

DRAWING CONCLUSIONS



COMPREHENSION OBJECTIVE

The student will be able to read a paragraph and based on the paragraph, draw a conclusion by either:

- completing a sentence
- selecting a sentence that states a conclusion

202 RED LEVEL EDITION **$10.95**
201 REGULAR EDITION **$10.95**

INSTRUCTIONAL MATERIALS

LEVEL 9

Teacher Notes for Level 9

Worksheet 1

Write the following sentences on the chalkboard:

___ The father will still be ashamed of his son.

___ The father will be proud of his son.

Then read the following selection to the pupils:

> The Indian chief is ashamed of his son because he will not hunt. The chief will not speak to his son because he is not a hunter. One day, the son kills a deer.
>
> What will happen next?

Have someone read the sentences and tell which one is the logical outcome. Let a pupil mark an X before that sentence. Be sure pupils understand that in order to predict what could happen next in a story, they must pay attention to clues in the story. That is, what they say could happen next must make sense in terms of what has already happened. Then ask pupils to think of another possible outcome to the given situation. Write appropriate responses on the chalkboard. Help pupils generalize that there are often several plausible outcomes for a given set of circumstances.

Worksheet 2

Let pupils share examples of instances in which they read a book or saw a movie or television show and didn't like the way it ended. In this exercise, they will have a chance to write their own endings.

Worksheet 3

This exercise is to enhance the pupil's ability to predict outcomes through imaginative thinking.

Test for Level 9

Make an X on the line before the sentence that best answers the question.

1. The children were eating lunch on the picnic table on the deck. One of the children spilled milk all over the deck. What did mom do?

   ____ a. She got out the paint can and painted the deck.

   ____ b. She got out the hose and washed off the milk.

   ____ c. She went shopping.

2. Mother came out of the house and noticed the cat had thrown up on the sidewalk. What did Mother do?

   ____ a. She took the cat to the veterinarian.

   ____ b. She sold the cat at the garage sale.

   ____ c. She threw the cat into the garbage can.

3. John brought his report card home at the end of the school year with an F in math. What did Mother do?

   ____ a. Mother locked John in his room for the summer.

   ____ b. Mother hired a tutor for the summer.

   ____ c. Mother laughed and said, "Better luck next time".

4. The family was looking forward to going on vacation. They decided to go camping. It rained for three days. At the end of the third day they decided to:

   ____ a. get a motel room.

   ____ b. put the tent in the dryer.

   ____ c. spend the rest of the week in the car at night.

5. The family planted a garden. They noticed that the tomato plants did not grow. The following year the family decided to:

   ____ a. not have a garden at all.

   ____ b. planted potatoes.

   ____ c. planted a different kind of tomatoes

Number right: _____

Level 9

Worksheet 1

Read each paragraph. Look at the two answers and decide which one makes more sense. Put an X before it. Then write another possibility of your own on the lines.

1. It is time to go swimming. Sara goes to her room, but can't find her beach towel. She looks in the bathroom, but still can't find it. What will Sara do?

   ____ a. Sara will take a bath towel instead.

   ____ b. Sara will not go to the pool.

   _____

   _____

2. Mother went to the grocery store to buy some pop. She forgot the empty pop bottles at home. What will Mother do?

   ____ a. Mother will return home to get the pop bottles.

   ____ b. Mother will stop at her friend's home for coffee.

   _____

   _____

3. Julie wanted to have eggs for breakfast. She noticed there were no eggs in the refrigerator. What could Julie do?

   ____ a. She could borrow some eggs from the neighbor's.

   ____ b. She could hatch her own eggs.

   _____

   _____

4. Jon and Julie were water skiing in the lake. Julie fell off the skis and broke one of her legs. What will Jon do?

   ____ a. He will make Julie learn to ski on one leg.

   ____ b. He will take Julie to the hospital.

   _____

   _____

5. Dad went out to the car to go to work. He noticed that one of the tires was flat. What will Dad do?

____ a. He will change the flat tire.

____ b. He will go back to bed and not go to work.

_____

_____

Level 9

Worksheet 2

Finish each paragraph by completing the last sentence. Write two possibilities that you think might happen.

1. Linda was visiting a friend and they chose to go swimming, but Linda's suit was at home. So Linda decided to

_____

_____

2. The neighborhood children were fighting over who could play with the big beach ball. They all agreed to

_____

_____

3. Becky was babysitting. During the evening a tornado warning was sounded. Becky took the children and

_____

_____

4. The mother and father were returning home from an evening out. They noticed a house on their street on fire. They pulled the car over and

_____

_____

5. Father was mowing the lawn. The lawnmower quit working so Father

_____

_____

Level 9

Worksheet 3

Read the following paragraph about Jesse James. Think about what would have happened to him under the following circumstances. Write two possible endings for each sentence.

Jesse James lived in Missouri. He was a famous bank robber who got away with thousands of dollars. He robbed a bank in Northfield, Minnesota. Today the building is a cafe named the "Jesse James Cafe".

What might happen if Jesse James . . . .

1. robbed a bank in your hometown?

_____

_____

2. wanted to hide out in your house?

_____

_____

3. horse broke a leg on the get away?

_____

_____

4. was caught by the sheriff?

_____

_____

5. forgot it was a holiday and the bank was closed when he got there?

_____

_____

LEVEL 10

Teacher Notes for Level 10

Worksheet 1

Remind the pupils that they have had practice in predicting (telling) what will happen next based upon what they know has already happened in a paragraph or story part. Then ask the pupils to listen as you read the following story part.

> More than anything Tammy wanted a new bike for her birthday. She counted the money in her piggy bank. She didn't have quite enough to pay for it. Tammy knew that her neighbor, Mr. Brown, needed someone to mow the lawn and water flowers when he went on vacation.

Write the following sentence on the chalkboard:

> Tammy went over to Mr. Brown's house to ask if she could have one of the new puppies.

Invite discussion about this outcome. If necessary, reread the paragraph. When pupils realize that the outcome does not logically follow what has already happened in the story part, ask what words in the sentence can be changed to tell what might logically happen next in the story part.

Lead the pupils to discover that the sentence can be changed to read "Tammy went over to Mr. Brown's house to ask if she could have the job of mowing his lawn and watering his flowers when he is on vacation." Show them that changing the words makes the outcome logical.

Worksheet one provides practice in predicting a plausible outcome given an implausible one. Give help with the first exercise. Discuss answer choices with pupils after they have finished the worksheet.

Worksheet 2

This worksheet provides practice in predicting a plausible outcome given an implausible one. Give help with the first exercise. Discuss answer choices. Emphasize that outcomes predicted must be consistent with information already given.

Worksheet 3

Give help with the direction word predict. Discuss answers with the pupils after they have completed the page. Responses will vary.

Test for Level 10

Read each paragraph and look at the underlined statement telling what might happen next. This statement is incorrect. Mark the box next to the sentence that correctly tells what might happen next.

1. Two girls were driving back and forth to summer school which was 40 miles away. They did not buy a parking sticker for their car so they could not park in the university parking lot. They were afraid they would get a ticket.

   Where will they park the car each day?

   <u>They will park the car in the parking lot.</u>

   ____ a. They will ride bicycles to class.

   ____ b. They will fly in a plane to class.

   ____ c. They will park on the street and put money in the meter.

2. Mother was taking a class at college and had a big test. She wanted to get a good grade in the class. She did not have time to fix supper and study for her test, too.

   What will the family do?

   <u>Mom will not study for her test.</u>

   ____ a. They will order out pizza for supper and have it delivered.

   ____ b. They will skip supper and not eat.

   ____ c. Dad will study for the test instead.

3. Sue was trying to do her homework. But her little brother had the television on in the next room. He had the sound turned up so loud that Sue couldn't work.

   What will Sue decide to do?

   <u>Sue decided to take a bath</u>.

   ____ a. Finally, Sue decided to tell her teacher that it was her little brother's fault that she didn't get her homework done.

____ b. Finally, Sue decided to go into the next room and smash the television set.

____ c. Finally, Sue decided to ask her brother to turn down the television sound.

4. Bill put the bread crumbs on the windowsill. Then he sat down to wait as he did every day. In a short time the robin appeared. First the bird looked around. Then it began eating.

While the bird ate what did Bill do?

Bill started waving his hands to scare the bird away.

____ a. Bill pulled down the window shade.

____ b. Bill sat very still so that he wouldn't frighten the bird.

____ c. Bill got on the school bus.

5. It was a surprise party for Rachel, and all the guests came early. Soon they heard Rachel at the door. The guests all hid and were as quiet as they could be.

What happened when Rachel opened the door?

When Rachel opened the door the guests sang "Merry Christmas!"

____ a. When Rachel opened the door, the guests got up and left.

____ b. When Rachel opened the door, the guests jumped up and shouted, "Surprise!"

____ c. When Rachel opened the door, the guests ignored her and began talking among themselves.

Number right_____

Level 10

Worksheet 1

Read each paragraph. Look at the answer that follows each question. You will see it is incorrect. Decide what word or words in the sentence can be changed to make the answer correct. Then cross out the incorrect words and write the answer in the space provided.

1. Sally was supposed to take a nap, but refused to go to sleep. Her mother told her that if she would lie on her bed, she could read a library book.

   What will Mother do the next time Sally has to take a nap?

   Mother will give Sally a snack to eat while lying on her bed.

   _____

   _____

2. Mother was painting the floor and dropped the can of paint because the lid was not on tight.

   What will Mother do the next time she needs to paint?

   Mother will check to see that her paint brush is clean.

   _____

   _____

3. Emily was supposed to be at Little League practice at 8:00 a.m. Her alarm did not go off so she missed the practice.

   What will Emily do the next time she has practice?

   Emily will make sure her baseball glove is by her bed.

   _____

   _____

4. Bob learned how to dive off the board during his swimming lesson.

   What will Bob do that afternoon when he goes to the pool?

   Bob will lay in the sun.

   _____

   _____

5. Nikki and Jeff got skis for Christmas.

   What will they do during Christmas vacation?

   They will go swimming in an indoor pool during vacation.

   _____

   _____

Level 10

Worksheet 2

Read the following paragraph. You will use clues in the paragraph to help tell what might happen next. Read the question that follows each paragraph. Think about the answer. Decide which word or words in the answer must be changed to make the answer correct. Then write the correct answer.

1. It was fall and the family had raked their leaves into a big pile. The children wanted to burn the leaves. Mother had a better idea when she remembered the marshmellows she had bought at the store that day.

   What will the family do with the leaves?

   Everyone helps put leaves into trash bags for the garbage man.

   _____

   _____

2. Mother had to move the washing machine because she wanted to paint the floor. She had to unhook the machine and wait for the paint to dry.

   What did Mother do when she needed to wash clothes?

   Mother threw the dirty clothes away.

   _____

   _____

3. The children that lived on the farm were selling sweet corn. They wanted to buy new bikes.

   How will the children get the money to pay for the bikes?

   The children will save their allowance.

   _____

   _____

4. A new student by the name of Gary came to the school. Everyone had always called him Red at his old school because he had red hair, but no one here knew his nickname.

   When he entered the classroom, what will the teacher say to him?

   The teacher will say, "Hello Red".

   _____

   _____

5. Two friends always played tennis together on the same court in the park. When they got there today, they saw that the net was not up.

   What will the two friends do?

   The two friends will play tennis on the same court anyway.

   _____

   _____

Level 10

Worksheet 3

Have you ever tried to guess what might happen next in the story? Telling what happens next can be fun. Here's your chance to be a story author. Use the clues in the paragraphs below to help you predict the correct ending to each story. Read each story below. Then write what you think might happen next.

1. Each year the family picks approximately 50 quarts of raspberries. This year they only picked 25 quarts. The plants were becoming straggley and unproductive. Next year the family will

_____

_____

2. The children were decorating the house for Halloween. They were carving pumpkins for jack-o-lanterns. The knife slipped and cut the little boy's hand. The next year at Halloween, the Mother decided to

_____

_____

3. The food stand at the fair was not in the right location. They did not sell all of the cookies. They took the cookies and

_____

_____

4. The two sailors rented a sailboat for five hours. They were enjoying the sailing in the bay when a storm blew up. They still had an hour left on their rental. They decided to

_____

_____

5. Each evening for a week the mosquitoes had been biting the children very badly. The children did not want to be in the house though. So the Mother came up with a new idea. She

_____

_____

LEVEL 11

Teacher Notes for Level 11

Worksheet 1

Remind pupils that they have had practice in predicting what will happen next in stories (outcomes). Help them to recall that outcomes predicted must be consistent with information they have already learned in a story. After pupils have completed the page, encourage them to share their responses in a group discussion. Pupils who have difficulty with written expression should be given the opportunity to respond to the exercise orally.

Worksheet 2

Recall with pupils that outcomes predicted must follow logically from what they have already learned in a story. Do and discuss the answers to the first exercise with the group. Help pupils to understand that the situation presented in the paragraph is open enough to allow a wide range in predicting an outcome. After pupils have completed the page, discuss their responses with them.

Worksheet 3

After pupils have completed this page, encourage them to share and evaluate responses. If necessary, pupils should be allowed to give oral responses. For further practice, suggest that pupils write incomplete paragraphs similar to those on this page. Let individuals take turns reading their paragraphs and choosing other individuals in the group to predict what will happen next.

Test for Level 11

Read the following paragraphs. As you read, you will need to stop to make predictions about sentence endings. Then mark an X on the line before the best answer to each question.

1. Our family usually made a special effort for birthdays. There was always an element of suspense in the house days before the special day. Sometimes we'd have a party at home. In nice weather we'd have an outdoor picnic. We called the trip to the picnic site a "Mystery Ride." The birthday person would be blindfolded before we left the house. For that family member, the place we were going

____ a. would be a complete surprise.
____ b. would be a practical joke.
____ c. would be a place they hated.
____ d. would be nonexistent.

2. One year I kept very careful track of which way the car turned as we left the driveway. I also tried to count the blocks I thought we passed. But soon I lost track. The car started moving fast. There seemed to be no traffic lights or turns. The only thing I knew was that

____ a. we were heading down a dark alley.
____ b. we were driving on a highway.
____ c. we were parked on a downtown street.
____ d. we were still in the driveway.

3. When we finally stopped, I was kept blindfolded a while longer. My sisters led me around. The air temperature had changed from hot to cool. We seemed to have gone into the shade. I could smell pine and felt soft ground under my feet. Before they took the cover off my eyes, I guessed

____ a. we were in a desert.
____ b. we were caught in a rainstorm.
____ c. we had gone into a theater.
____ d. we were in a forest.

4. The presents I got that year were really special. My sisters had made me a bottle garden in a gallon jug. It had all kinds of tiny plants growing in it. My father had made a bird feeder to put outside my bedroom window. My mother had sewn a canvas knapsack for me to take on hikes. It's nice that all of my birthday surprises were

____ a. made at school.

____ b. found in the forest.

____ c. connected with nature.

____ d. bought at a sporting goods store.

Number right:_____

Level 11

Worksheet 1

Read the beginning of each story below. Then think about what would happen next. Write a sentence or two of your own to answer the question.

1. The Clemens laid their bikes down on the grass beside a shallow brook. They ate the picnic lunch they had made that morning. After lunch while Mr. Clemens picked some wild flowers, Mrs. Clemens took off her sneakers and socks, and rolled up her jeans.

   What do you think Mrs. Clemens did next?

   _____

   _____

2. Cristina's friends were always full of surprises. But the surprise birthday party was the biggest surprise they had ever given her. She blew at the candles on her beautiful cake but they wouldn't go out. She realized she had another surprise.

   What do you think the other surprise was?

   _____

   _____

3. Mrs. Frost got a late start on her errands one morning. When she got to the shoemakers to pick up her boots, the shop was closed. A sign on the door read "Closed Until 1:00".

   Where do you think the shoemaker was at?

   _____

   _____

4. A big truck was parked in front of the Zinders. People were carrying tables, beds, chairs, and bookcases out of the house.

   What do you think was happening?

   _____

   _____

5. Mr. Taylor put his bread in the toaster and pushed the lever. Five minutes later Mr. Taylor couldn't figure out why the toast hadn't popped up.

   What do you think had happened?

   _____

   _____

Level 11

Worksheet 2

Read the beginning of each story below. Then think about how you could complete it. Write at least two sentences of your own to answer the question.

1. Last spring, I was practicing my tennis serve one afternoon at the local courts. I had just finished launching four buckets of balls over the net. I was pretty tired, the sun was going down and my stomach was growling. I decided to

_____

_____

_____

2. As I bent over to pick up the loose balls, a sudden strong gust of wind blew my hat off. A strange swooshing noise was coming from behind me. I quickly turned around. I couldn't believe my eyes. Behind me was a huge thing landing on the grass. As I stood there in amazement,

_____

_____

_____

3. A moment later the bubble top popped up. Three strange beings stepped out. They were very short. The beings had greenish skin, no hair, and very big ears. They didn't talk to each other the way we do. I had never seen anyone like these folks, so I figured the visitors

_____

_____

_____

4. The beings seemed glad to find me. I wasn't so sure I felt the same. They smiled and started walking towards me. One of them told me they were thirsty and wanted a drink. There was a nearby water fountain, so I pointed to it. They seemed to want more water though, They let me know this when one of them

_____

_____

_____

5. After one put some water in the space craft, the others signaled for me to come aboard. I was curious to see more, but afraid I might not be able to leave before it took off. They climbed aboard and waved good-bye. Just as quickly as they appeared, they were gone. Now no one I tell this story to believes the landing ever happened. They all think I

_____

_____

_____

Level 11

Worksheet 3

Read the beginning of each story below. Then think about how it can be completed. Write at least two sentences to answer the question.

1. Steve had taken some books out of the library before he left for camp. All summer they sat under his desk. When he returned from camp he saw them and went to his piggy bank. He knew when he took them back to the library

_____

_____

_____

2. Marian put some fresh bait on her fishing line and tossed it into the water. She soon felt a slight tug at the end. She reeled the line in quickly and easily. But no fish was at the end. The bait was gone as well. The fish

_____

_____

_____

3. Mary spent several minutes puttin, together the kite she had bought. She added a long tail of sheet rags to steady it. On the kite she tied string that was attached to 2000 feet of cord she had wrapped on a stick. She couldn't get the kite to fly because

_____

_____

_____

4. All of Mr. White's neighbors were friendly. They dropped by his apartment to talk with him almost every day. Sometimes when they went to the store, they even did some shopping for him. One day Mr. White caught a cold and had to stay in bed. It wasn't surprising that his neighbors

_____

_____

_____

5. Fluffy was a cat who didn't like high places in the least. She wasn't one to climb trees or walk along the tops of high fences. Looking down made her dizzy. One day Fluffy found herself sitting on the garage roof with no way to get down. Fluggy had climbed out onto the roof from a bedroom window. Someone had closed the window. Now fluffy was trapped on the roof. Fluffy decided to

_____

_____

_____

LEVEL 12

Teacher Notes for Level 12

Worksheet 1

After pupils have completed the activity, let them discuss their responses. Be sure they understand that outcomes predicted should be consistent with the way characters are portrayed in the story.

Worksheet 2

After pupils have completed the activity, let them discuss their responses. Be sure that pupils understand that predicting outcomes is not some kind of magical ability, but is based upon the knowledge of a regular pattern of behavior on the part of a story character. In other words, predicting the behavior of a character is simply assuming that the character will continue to act in his or her regular way.

Worksheet 3

After pupils have completed the activity, let them discuss their responses.

Test for Level 12

Read the question and make an X on the line next to the statement that best predicts what the character would do based on what you know about the character.

1. Emily cried everytime her mother left the house.

   What would Emily do if her mother needed a babysitter in order to go to the store?

   ____ a. go to the store with her mother.

   ____ b. play outside and ride her tricycle..

   ____ c. cry because the babysitter was coming.

2. Bill was irresponsible and spent money carelessly.

   When left an inheritance by his parents, what would Bill most likely do with it?

   ____ a. buy a new sports car

   ____ b. put the money in savings for college

   ____ c. give the money to charity

3. Susan, a talented and gifted student, had a chance to try out for the lead in the school play. However, on the night of the tryouts she was asked to go to a slumber party.

   What will Susan choose to do?

   ____ a. Susan will go to the slumber party with her friends.

   ____ b. Susan will call the director of the play and ask to tryout at another time.

   ____ c. Susan will go to the tryouts and then go to the slumber party.

4. Diane, a very responsible junior high student, promised the lady next door that she would babysit all Saturday morning for her. However, on Friday Diane got a call from her friend to stay overnight in the country on Friday night and go horseback riding on Saturday.

   What will Diane do?

   ____ a. Diane will call the neighbor and tell her she can't babysit on Saturday.

   ____ b. Diane goes babysitting reluctantly, still wishing she could go horseback riding.

   ____ c. Diane will ask her friend if she could come another weekend since she has to babysit this Saturday.

5. Tom was a very conscientious student. Tom was in math class where the teacher was punishing the whole class by making them stay after school. Tom knew who the two students were who cheated on the test. These two students were friends of his, but he also didn't want to stay after school.

   What choice will Tom make?

   ____ a. Tom will remain silent and stay after school with the class.

   ____ b. Tom will go and talk to the teacher outside of class and inform her who the two students were.

   ____ c. Tom will raise his hand and tell the teacher the names of two other students who are not his friends.

Number right_____

Level 12

Worksheet 1

Underline three phrases that tell about the character, based on what you already know.

1. Little Red Riding Hood was

   a. brave.
   b. frightened.
   c. caring.
   d. shy.

2. Cinderella

   a. came from a loving family.
   b. fell in love with a prince.
   c. worked hard all her life.
   d. thought her sisters were more beautiful that she was.

3. Hansel and Gretel

   a. were not loved by their stepmother.
   b. came from a very poor home where there was no food to eat.
   c. were found by a kind grandmotherly type woman when they were lost in the woods.
   d. were almost shoved into the oven by a witch, but escaped.

4. Jack and the Beanstalk

   a. Jack sold the cow for some magic beans.
   b. Jack's mother was pleased that he brought these beans home because now they had something to eat.
   c. Jack climbed up the beanstalk and met a giant.
   d. Jack's mother cuts the beanstalk down, and the giant falls to his death.

5. Snow White and the Seven Dwarfs

   a. Snow White was named because her skin was as white as snow.

   b. After the Queen died, Snow White's father married a kind lady who loved Snow White.

   c. The new Queen becomes angry when the mirror tells her that Snow White is more beautiful than she is.

   d. Snow White stayed in a cottage in the forest with seven dwarfs who became her friends and protected her.

Level 12

Worksheet 2

In the following questions there are three phrases that all apply to the character. Read the questions and answer them in your own words. Use your imagination and knowledge of the character to help you write your answers.

1. The grandmother in Little Red Riding Hood

   was sick and in bed

   loved her granddaughter

   was very trusting

   What might the grandmother do if the woodcutter knocked on her door?

   _____

   _____

   _____

2. The sisters in Cinderella

   were jealous

   were hateful

   stuck together as a group

   What would they do if the prince asked out one of the sisters?

   _____

   _____

   _____

3. Stepmother in Hansel and Gretel

   was jealous of the children because they ate the food

   wanted to leave the children in the forest

   convinced her husband they'd be better off without the children

What would the stepmother do if some children came to their cottage because they were lost?

_____

_____

_____

4. The giant in Jack and the Beanstalk

the giant wanted to eat Jack

the giant was chasing Jack down the beanstalk

the giant was killed when he fell to the ground

What would have happened if Jack's mother had not cut down the beanstalk with a hatchet?

_____

_____

_____

5. The new Queen in Snow White and the Seven Dwarfs

was jealous of Snow White's beauty

thought of several plans to get rid of Snow White

tried to trick Snow White

What would have happened to Snow White if the dwarfs had not come to her aid?

_____

_____

_____

Level 12

Worksheet 3

Listed are some descriptions of characters. Read the questions and answer them in your own words using your own imagination.

1. Leah:

   stubborn
   fun-loving
   adventurous

   What would Leah do if she was out in a sailboat and a storm came up?

   _____

   _____

   _____

2. Brian:

   overweight
   uncoordinated
   lacking friends

   What will happen when Brian tries out for the baseball team?

   _____

   _____

   _____

3. Chris:

   clever
   resourceful
   determined

What would Chris do if she found herself lost in the woods while hiking?

_____

_____

_____

4. Brent:

willing worker

good listener

unathletic

What would Brent do if he had a chance to participate in the school spelling bee?

_____

_____

_____

5. Megan:

honest

trustworthy

conscientious

What would Megan do if the girls she was shopping with chose to shoplift a small item from the department store?

_____

_____

_____

LEVEL 13

Teacher Notes for Level 13

Worksheet 1

After pupils have completed this page, encourage them to discuss their responses. Emphasize the idea that people's behavior sometimes, but not always, can be predicted on the basis of past actions.

Worksheet 2

Encourage pupils to discuss their responses after they have completed this page. Be sure that pupils understand that knowledge of a character can make it possible to predict story outcomes that are influenced or caused by that character's behavior.

Worksheet 3

Have students discuss their responses after they have completed this page. Again, emphasize that people's behavior sometimes, but not always, can be predicted on the basis of past actions.

Test for Level 13

Make an X next to the answer that best predicts the outcome to each situation that is described.

1. Jenna's grandfather was in the hospital. She wanted him to know that she was thinking of him, but she was too young to get in to see him. Jenna probably would

   ____ a. send a balloon bouquet with a get well card

   ____ b. sneak into the hospital after hours

   ____ c. drink poison so she could be a patient in the hospital also.

2. Grandpa and Sara had tickets to go to the Cubs game in Chicago. Her grandpa got sick and had to go to the hospital instead. Sara would

   ____ a. go on a hunger strike and stay in her room for 3 days

   ____ b. try to find someone else to go with her

   ____ c. go to Chicago alone

3. The family had been planning a vacation all year. A few days before they were to leave two of the children came down with measles. Mom and Dad will

   ____ a. go on vacation alone

   ____ b. tell the children that they'll go later when everyone is well

   ____ c. send the children to grandma's house so they can still go on vacation

4. Barb had invited six friends over to her house for her birthday party. They were planning on going to a park for a picnic. After the friends arrived, it started to rain. Barb can

   ____ a. have the picnic in the house

   ____ b. pout and send the kids home

   ____ c. go to a friend's house for the picnic

5. A tree falls through the roof of the house during a bad storm. The father can

____ a. leave the tree all summer and hope it will grow new leaves

____ b. build a fireplace and use the tree for wood

____ c. remove the tree and patch the roof

Number right_____

Level 13

Worksheet 1

Complete the following chart.

	A forest ranger who works in the park.	A tourist who is camping in the park with his family.
1. What would be the reaction of these people when they first spotted a grizzly bear in Yellowstone Park?		
2. What would each of these people do if they got word that a dam broke in the mountains and the water was rushing towards the village?		
3. How would each of these people react to being involved in a forest fire?		
4. What would these people do when a violent storm blew up unexpectantly?		
5. How would each of these people react to seeing a motorcycle gang coming through the park?		

Level 13

Worksheet 2

Complete the following chart.

	The parents of two-year-old twins who are out for the evening and hear of the following incidents over the radio.	The junior high girl who babysits often for the neighbors.
1. How would each of these people react to hearing the tornado siren going off in town?		
2. How would each of these people react to finding out that the paint cans in the garage caught on fire?		
3. What would each of these people do to discovering that a burglar was trying to break into the house?		
4. What would each of these people do upon hearing about a bad automobile accident involving close family friends?		

	The parents of two-year-old twins who are out for the evening and hear of the following incidents over the radio	The junior high girl who babysits often for the neighbors.
5. How would each of these people react to finding out that one of the twins falls on a sharp object and severely cuts his forehead? (the babysitter calls the parents.)		

Level 13

Worksheet 3

There is a possible drowning occuring at the local swimming pool. Write how you think each of the following people would react to the situation?

1. the lifeguard on duty

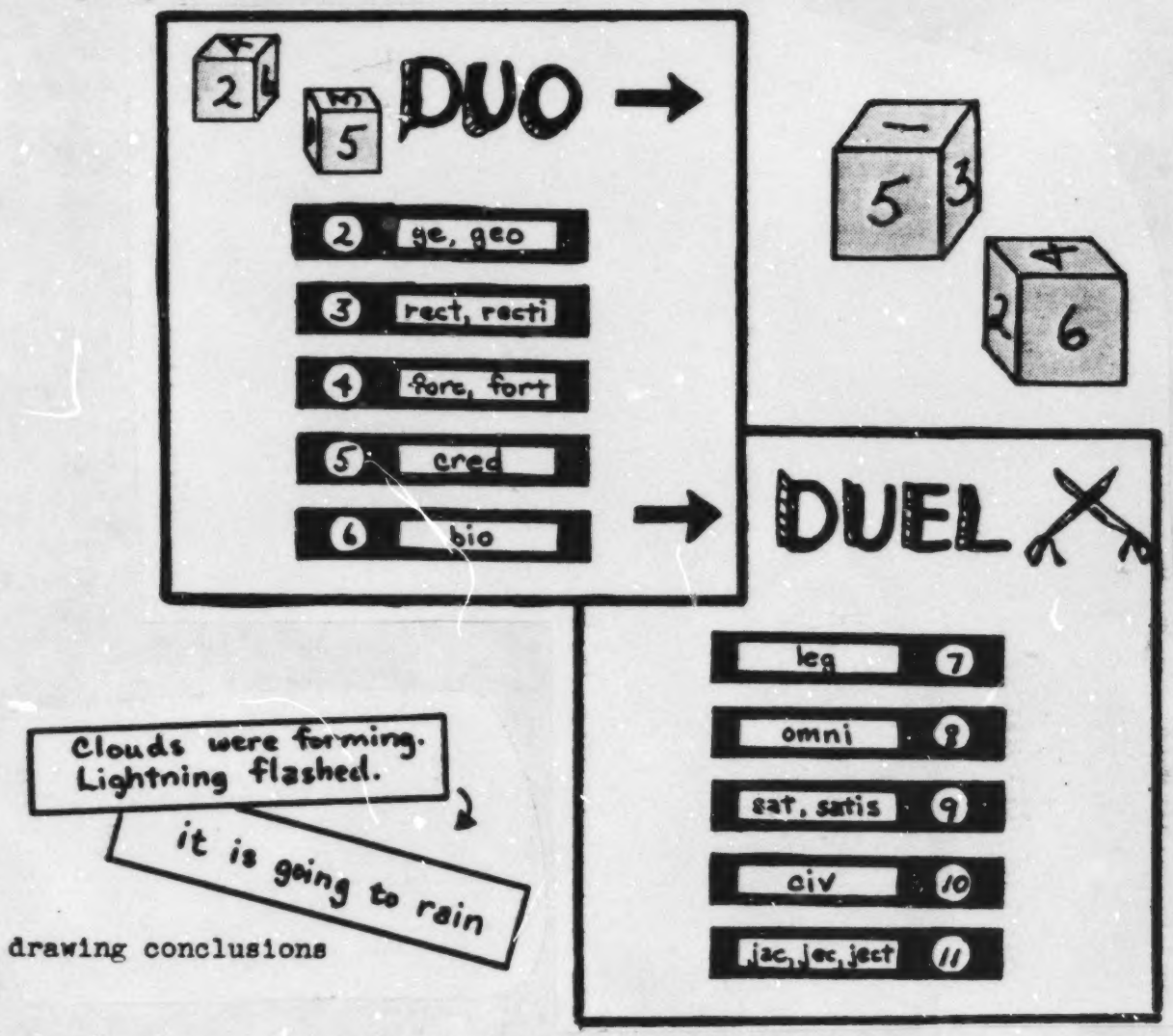
2. the friends swimming with the boy who is in trouble in the water

3. the manager of the pool who tries to revive the boy after he is pulled out from the water

4. the parents of the boy when they receive the phone call from the pool

5. the rescue team who are called to the pool for an emergency and discover that the boy is one of their sons

GAMES



drawing conclusions

Materials: 2 - 12" squares of poster board
50 - 1 x 4" oaktag cards
2 - 1 1/2" dice

Directions: Illustrate the game board as shown, but use blank oaktag cards where you see root words on the illustration. Produce the two dice. Select phrases to be printed on one side of each card, and the conclusion on the reverse side. Place a stack of cards face-up in each numbered box as illustrated. In turn players toss the dice, total the numbers tossed and attempt to state a conclusion (example: if 2 and 3 are tossed, 2+3=5, so select card number 5). If the answer is correct, the player scores that number of points. If the player is incorrect, he must replace the card and score zero. If a player tosses a 12, he receives a "free score of 12 points" and the next player takes his turn.

SHAPE-UPS

Materials: 12" diameter oaktag, index or poster board circles
11" diameter oaktag, index or poster board circles
water-base magic markers
clear contact paper
ruler & glue

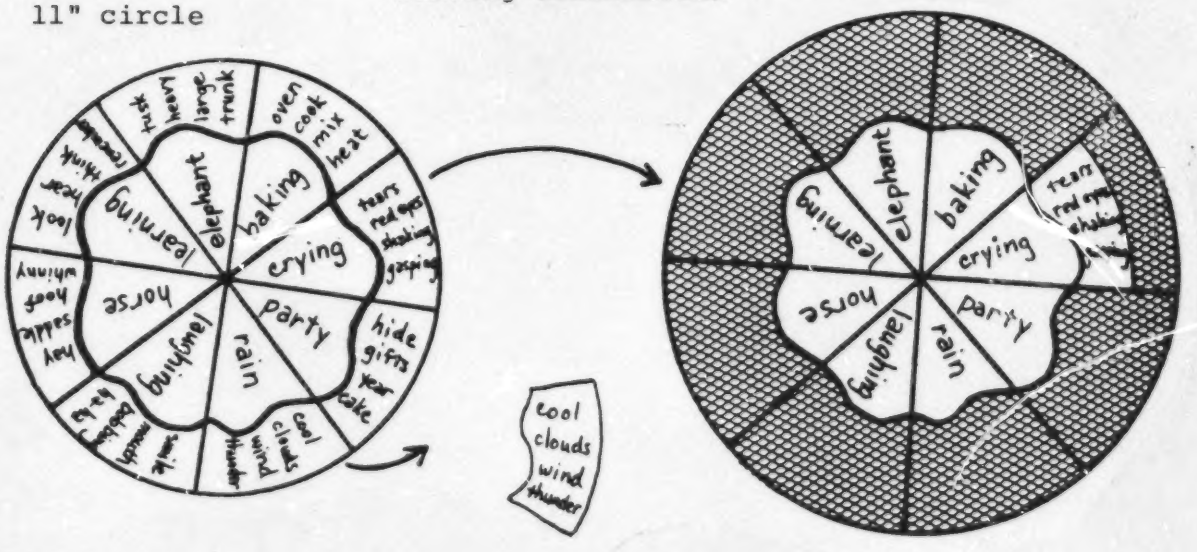
Directions: Each shape-up game will require one 12" diameter circle and one 11" diameter circle. Rule off both circles into eight or sixteen sections as illustrated. You may wish to use a pencil compass to lightly indicate a smaller circular area in the center of the 11" circle. Using magic marker, scallop or zig zag an irregular design along the area indicated by the penciled circle. Print the desired skill information on the inside "pie-shaped" areas and their corresponding answers on the outside "pie-shaped" areas of the 11" circle.

Next, cut along one of the lines to reach the inner circular area and cut along the scalloped or zig zag outline. Glue this "center section" to the larger 12" circle and then cover the playing circle with clear contact paper. Next, cover the playing cards with contact and cut them apart.

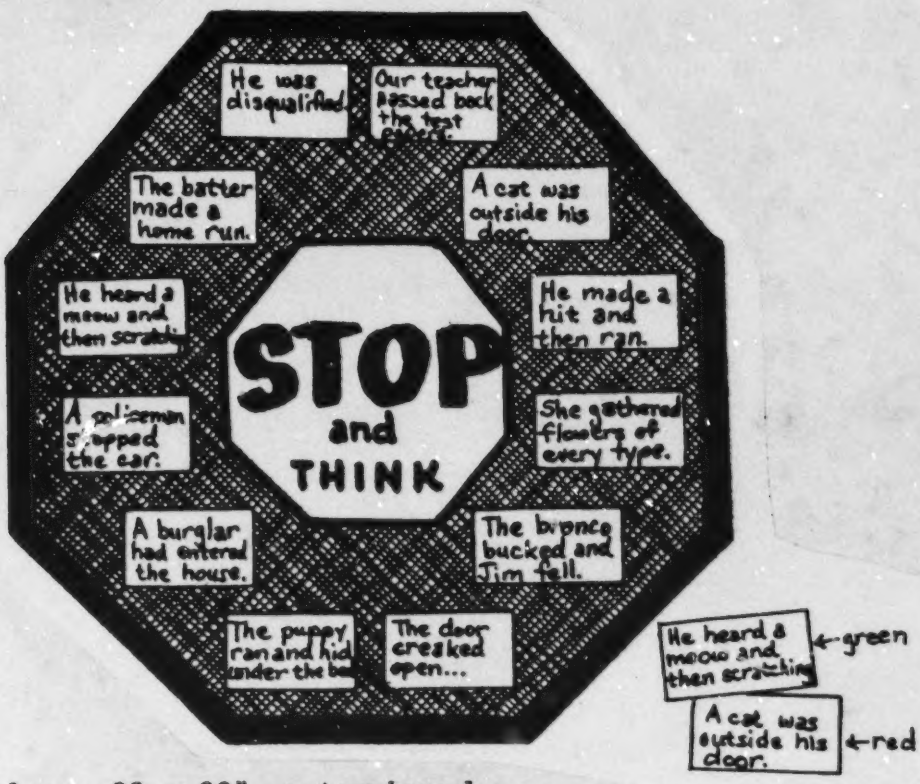
Play: Children play by placing answer cards next to the appropriate items on the playing board. When any answer is placed, self-correction is evident: if the answer card fits the design, the answer is correct.

Drawing Conclusions

11" circle



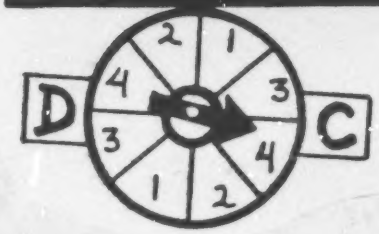
12" board

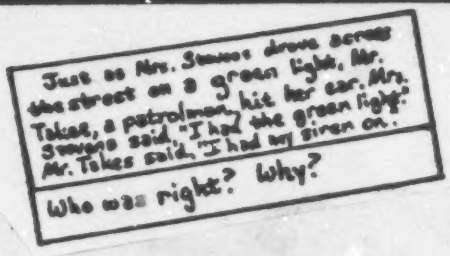

He was disqualified.
Our teacher passed back the test papers.
The batter made a home run.
A cat was outside his door.
He heard a meow and then scratching.
He made a hit and then ran.
STOP
and
THINK
A policeman stopped the car.
She gathered flowers of every type.
A burglar had entered the house.
The bronco bucked and Jim fell.
The puppy ran and hid under the bed.
The door creaked open...
He heard a meow and then scratching
green
A cat was outside his door.
red

Materials: 22 x 22" poster board
30 - 2 x 4" green cards
30 - 2 x 4" red cards

Directions: This game is intended to help the child learn to draw conclusions.

Cut the corners of the 22 x 22" poster board to create the octagon shape. Illustrate the game board and glue blank white cards to indicate card placement. Create card pairs by giving clues on the green cards and conclusions on the red cards. Stacks of cards are placed face-up on the board. The object is to find a clue card and conclusion card pair. Each player takes a turn reading the two cards (one green and one red) which he thinks correspond. If a self-correction device is desired, drawing a design on the backs of corresponding cards will serve the purpose. If the designs match, he may keep his cards; if not, he must replace them and the next player takes his turn.




Just as Mrs. Simmons drove across the street on a green light, Mr. Takes, a patrolman, hit her car. Mrs. Simmons said, "I had the green light." Mr. Takes said, "I had my siren on.
Who was right? Why?

Materials: 20 x 28" poster board
50 - 3 x 6" oaktag "witness cards"
6" diameter poster board circle
2 x 12" double-thickness poster board (glue 2 pieces)
buttons for markers

Directions: Glue the poster board circle to the 2 x 12" strip, letter and number as shown. Cover the device with contact paper and attach a paper spinner. Then, draw the game board as pictured above. Each of the 50 "witness cards" should present an open-ended situation (see student workbooks designed to accompany basal texts for samples of such paragraphs) and a question such as the card shown above. The cards are placed in a stack, face down on the board as shown. In turn, each player draws a card, reads the situation aloud, and "acting as judge" determines an answer by drawing conclusions. If the conclusion is logical (as determined by the other players, "the jury"), the player moves one space. Whenever a player arrives at a DC (Drawing Conclusions) space, he spins the DC spinner and moves ahead the indicated number of bonus spaces.

ANSWER KEYS

Answer Keys

Level 9

Test

1. B
2. A
3. B
4. A
5. C

Worksheet 1

1. A
2. A
3. A
4. B
5. A

Worksheet 2

Answers will vary, but they should follow logically what has already happened in the story.

Worksheet 3

Pupil's answers will vary. Accept all reasonable responses.

Level 10

Test

1. C
2. A
3. C
4. B
5. B

Worksheet 1

Answers will vary. Accept all reasonable responses.

Worksheet 2

Answers will vary

Worksheet 3

Answers will vary

Level 11

Test

1. A
2. B
3. D
4. C

Worksheet 1

Answers will vary.

Worksheet 2

Answers will vary.

Worksheet 3

Answers will vary.

Level 12

Test

1. C
2. A
3. C
4. C
5. B

Worksheet 1

1. a, b, c
2. b, c, d
3. a, b, d
4. a, c, d
5. a, c, d

Worksheet 2

Answers will vary.

Worksheet 3

Answers will vary.

Level 13

Test

1. A
2. B
3. B
4. A
5. C

Worksheet 1

Answers will vary

Worksheet 2

Answers will vary.

Worksheet 3

Answers will vary.